



SUPERVISION OF THE PERFORMANCE OF EDUCATION PERSONNEL TO REALIZE QUALITY EDUCATION SERVICE STANDARDS

Yeni Oktaviani¹, M. Hasbi², Maryance³

^{1,2,3}UIN Raden Fatah Palembang, Palembang, Indonesia

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Abstract

This study aims to evaluate the effectiveness of supervision of the performance of education personnel at SMP Negeri 11 Palembang by comparing the implementation of activities with the standards set. Supervision in education is known as supervision, where school supervisors have an important role in coaching and assessing academic and managerial aspects. In this study, the researcher uses a qualitative descriptive method with data collection techniques through observation, interviews, and documentation. The research respondents included the Principal, Vice Principal, Administrative Staff, and Head of the Library. Data analysis was carried out using data reduction techniques, data presentation, conclusions drawn, and data validity tests using source triangulation and techniques. The study results show that supervision is carried out regularly and systematically, focusing on education personnel's timeliness, quality, quantity, and cooperation. The principal directly monitors and compares the work results with the set standards and provides feedback for performance improvement. The study's findings reveal that measuring the implementation of activities plays an essential role in maintaining performance quality, improving discipline, and creating a professional work culture. Supervision that is carried out well not only functions as an evaluation tool but also as a means to increase the motivation and competence of education personnel. This study recommends that other schools adopt the supervision and measurement practices applied at SMP Negeri 11 Palembang to improve the overall quality of education.

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Corresponding Author:

Yeni Oktaviani

UIN Raden Fatah Palembang, Palembang, Indonesia

Jl. Prof. K. H. Zainal Abidin Fikri Km.3, RW.05, Pahlawan, Kemuning District, Palembang City, South Sumatra 30126

yennyoktaviahz@gmail.com

INTRODUCTION

Education plays a significant role in the progress of a country, including Indonesia, in improving the quality of Human Resources (HR). Education is a learning process that helps individuals achieve higher knowledge and understanding (Sudarsana, 2016; Widiansyah, 2017). Thus, education must be managed systematically and consistently based on theories and practices that develop in people's lives (Muhtar et al., 2021). The higher the individual's ideals, the greater the demand for improving the quality of education to achieve these goals. According to Kingsley Price, education is a process in which non-physical cultural wealth is nurtured and developed in parenting children and adults (Rusmaini, 2013).

Education can also be seen as a cultural process improving human dignity. This process lasts a lifetime, from the family school to the community. To achieve the goal of good education, all parties must be actively involved in this process (Chormaidi & Salamah, 2018). Schools, as formal educational institutions, both public and private, play an essential role in educating students under the supervision of teachers. Education in schools aims to mature students through a continuous process by passing on the values and abilities possessed by humans to the next generation (Arif, 2020; Parainta & Saino, 2021).

The success of a school depends heavily on the leadership of the principal. The principal has an essential role in improving, moving, and setting targets to be achieved by the school. The principal is responsible for developing the performance of educators and education personnel to accomplish the expected professionalism and quality standards (Musfah, 2022). According to Mulyasa, the principal greatly influences a school's success or failure because the principal determines the direction and decisions taken by the school (Qommar, 2014).

Supervision is an essential process in management that can be done anywhere and on anything (Terry & Rue, 2019). Supervision is a management function that leaders must carry out to ensure that the work done by employees follows their respective duties and responsibilities (Kadarisman, 2013). Supervision is necessary to address issues that may arise, such as failures, disputes, or misunderstandings (Farid, 2017).

Performance monitoring is an essential process because good work without supervision cannot be said to be successful. Performance supervision includes observing the implementation of operational activities that must run according to previously established operational standards without any violations that harm any party (Effendi, 2014). Supervision aims to ensure that the expectations that have been set can be achieved and to improve the irregularities that occur (Yusuf & Maliki, 2021).

Performance is a tangible form of a person's ability to carry out organizational tasks (Sumardjo, 2018). Employee performance is significant because performance measures the employee's ability to complete tasks (Sinambela, 2016). Performance refers to work results following the organization's expectations in a certain period.

Education personnel play a role in implementing education and work according to applicable norms. According to [Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System](#), education personnel are members of the community who devote themselves and are appointed to support the implementation of education, such as teachers, school principals, supervisors, laboratories, librarians, researchers, and administrative technical personnel ([Ananda, 2018](#)). The performance of sound and well-supervised education personnel will allow the education implementation process to run optimally.

Supervising the performance of education personnel is an activity carried out by leaders to determine whether the activities that are the responsibility of education personnel have been carried out according to plan ([Rahman, 2024](#)). Monitoring the performance of education personnel includes preventing deviations, ensuring the implementation of activities according to the plan, and ensuring the discipline of education personnel in completing the assigned tasks ([Andriani, 2022](#)).

The results of observation at SMP Negeri 11 Palembang show that the supervision of the performance of education personnel includes setting standards, measuring, comparing implementation, and corrective actions. The principal sets standards by planning the performance standards of education personnel, including the time of attendance, accuracy, speed in carrying out duties, discipline, and attitude of education personnel. Performance measurements are carried out periodically (daily, weekly, and monthly) by the principal to ensure the performance of education personnel following the standards that have been set. The principal also takes corrective actions against education staff who make mistakes, such as being late to school or not completing assignments on time. With adequate supervision, the performance of education personnel can continue to improve so that the goals of education implementation can be achieved optimally. This study aims to analyze the supervision of the performance of education personnel at SMP Negeri 11 Palembang.

METHOD

This research was conducted at SMP Negeri 11 Palembang, located at Jalan Adi Sucipto, TNI AU Complex, Sukarami District, Palembang City, South Sumatra, from April to June 2024. This study uses qualitative research that focuses intensely on phenomena and problems at the research site. The researcher adopts a qualitative descriptive approach to explain and elaborate on the central issues related to the supervision of the performance of education personnel at SMP Negeri 11 Palembang. With this approach, it is hoped that researchers can gain a deep understanding of the topic being researched. Research informants are individuals who know and are directly involved in the focus of the problem, consisting of crucial informants such as the principal of SMP Negeri 11 Palembang and supporting informants such as the deputy

principal, head of administration, and head of the library. Key informants provide the basic information needed while supporting informants provide additional information related to the research topic.

In this study, researchers collected data through observation, interviews, and documentation, which is the most strategic technique, according to Sugiyono. Observations were carried out in a passive participatory manner to obtain preliminary data on the supervision of the performance of education personnel at SMP Negeri 11 Palembang. Structured interviews with education staff and principals helped collect specific data, and documentation was used to collect relevant records, transcripts, and archives. The collected data was analyzed using qualitative data analysis techniques with steps such as data reduction, data presentation, and conclusion drawn, and tested for validity through triangulation of sources, methods, and time.

RESULTS AND DISCUSSION

Supervision is a process that aims to ensure that work is carried out as planned and to take corrective action if necessary. In education, supervision is known as supervision, where school supervisors, as professional education personnel, are tasked with coaching and supervising the school's academic and managerial aspects (Turi, 2023). Therefore, the supervision of the performance of education personnel aims to ensure that the performance results are following the standards that have been set. This study, which focuses on the supervision of the performance of education personnel at SMP Negeri 11 Palembang, uses performance supervision indicators as the basis for evaluation.

Measurement of Activity Implementation

Measurement of the implementation of activities is one of the most critical aspects of education management, especially in ensuring that every activity carried out by education personnel runs according to the plan and achieves the standards that have been set. Measurement of the implementation of activities is not just an administrative procedure but a continuous process involving various aspects ranging from observation, reporting, testing, and sampling. Each step in this process is designed to ensure that the implementation of duties by education personnel is following the standards that have been set, both in terms of timeliness, quality of work, quantity of work, and cooperation between staff members.

Based on the research results conducted through observation, interviews, and documentation, the researcher found that the measurement of the implementation of activities at SMP Negeri 11 Palembang has been carried out carefully and systematically. Supervising punctuality and task execution is one of the main focuses of this measurement. The principal, as the education leader at the school, routinely observes the presence of education staff and their accuracy in completing the tasks that have been given.

In an interview with the principal of SMP Negeri 11 Palembang, he explained that the measurement of the implementation of activities is carried out every day, from when working hours start to the end of working hours. The principal uses direct supervision to monitor how the education staff perform their duties. By observing the work process, the principal can assess whether each education staff member works according to the standards. These measurements include various aspects such as timeliness, work quality, and a given task's final result.

The deputy principal also emphasized the importance of measuring the implementation of activities. According to him, this measurement is carried out to assess individual performance and ensure that the entire team of education personnel can work efficiently and effectively. This measurement focuses on the final result and the task execution process. For example, punctuality is seen not only in attendance but also in the ability of education staff to complete their tasks according to a predetermined schedule.

In addition, interviews with administrative employees revealed that the measurement of the implementation of activities also includes supervision of the work carried out by administrative staff. In this case, school principals often involve administrative employees in the supervision process, especially in ensuring that administrative work is carried out correctly and following existing standards. This measurement helps the principal assess staff performance and provides valuable feedback for staff to improve their performance.

The head of the library also stated that the measurement of the implementation of activities at SMP Negeri 11 Palembang positively impacted the performance of education staff. The head of the library revealed that with this measurement, education staff became more thorough in carrying out their duties. Regular and systematic monitoring helps them understand the standards that must be met and provides clear guidance on improving their performance.

Based on the observations made by the researchers, it was found that the measurement of the implementation of activities was carried out in the classroom or office and the library room. The principal actively monitors how the head librarian and other staff perform their duties. From this observation, it can be concluded that the measurement of the implementation of activities is carried out comprehensively and is not limited to one work area only. This shows the school's commitment to ensuring that every aspect of the implementation of educational activities runs following the standards that have been set.

In addition to direct supervision, measuring the implementation of activities also involves using written and oral reports. This report is prepared by education staff and submitted to the principal as part of the evaluation process. This written report provides a more detailed overview of the implementation of the task, including the obstacles faced and the solutions implemented. On the other hand, oral reports are used as a means of direct

communication between the principal and staff to discuss the performance and progress of the implementation of tasks.

Testing and sampling are also essential to measuring the implementation of activities. In this case, school principals often test the results of the work carried out by education staff. This test is carried out to ensure that the work meets the quality standards that have been set. Sampling, on the other hand, is used to monitor the random execution of tasks and ensure that all staff are working according to existing procedures.

The principal uses the results of the measurement of the implementation of this activity to evaluate performance and make decisions regarding the improvement steps that need to be taken. If there is a discrepancy between the activity's implementation and the standards set, the principal will take corrective action. This can provide additional direction, training, or even adjusting work procedures if needed.

Measurement of the implementation of activities also plays an essential role in maintaining accountability and transparency in the school environment. With systematic measurement, every education staff has a clear and measurable responsibility for their tasks. This accountability not only includes the implementation of functions but also includes how education personnel contribute to the achievement of the school's overall goals.

In addition, the measurement of the implementation of activities also helps increase the motivation of educational personnel to work. Regular supervision and evaluation make staff feel valued and recognized for their hard work. This can boost morale and encourage them to improve their performance to meet the expected standards continuously.

Overall, this study shows that the measurement of the implementation of activities at SMP Negeri 11 Palembang has been carried out well and systematically. This measurement process involves various methods and tools to ensure that each task carried out by education personnel follows the standards set. These measurements serve not only as an evaluation tool but also as a tool to improve the quality of work and achieve higher educational goals.

From the results of this study, it can be suggested that other schools also adopt similar practices of measuring the implementation of activities. By conducting regular and systematic measurements, schools can ensure that every education staff is working according to the standards that have been set, and ultimately, this will positively impact the quality of education provided to students.

Comparing the Implementation of Activities with Standards

Research on the comparison of the implementation of activities with standards at SMP Negeri 11 Palembang reveals the importance of the role of school principal supervision in ensuring the performance of education personnel following the standards that have been set. This supervision not only includes direct observation of the timeliness, quality, quantity of work, and cooperation of education personnel but also involves comparing the

implementation of activities with existing standards. The results of this study highlight various aspects that show the effectiveness of supervision and its impact on improving the quality of performance of education personnel.

The first stage in performance supervision is measuring the implementation of activities. This measurement is carried out regularly and continuously by the principal, who monitors education personnel's timeliness, quality, quantity, and cooperation. Based on the results of interviews with the principal, measurements are carried out daily during working hours, starting from when working hours start to the end. This measurement aims to ensure that each education staff carries out their duties following the duties (primary duties and functions) that have been set. Direct observation of the implementation of tasks and comparing work results with agreed standards is the key to assessing the performance of education personnel.

The deputy principal also emphasized the importance of this measurement. The deputy principal explained that the principal carries out performance measurement and involves the deputy principal and other education personnel. This shows a collaborative approach to performance monitoring, where all relevant parties work together to ensure optimal performance. Administrative employees also recognize the importance of this measurement in maintaining discipline and work quality. Administrative employees feel that measurements carried out regularly by school principals provide a precise reference for education staff in carrying out their duties more carefully and professionally.

The next stage is to compare the results of the activities' implementation with the standards set. Based on the results of interviews with school principals and education staff, this comparison is carried out regularly and systematically. The principal supervises the implementation of education personnel's timeliness, quality, quantity, and cooperation duties. The results of this supervision are then compared with previously agreed performance standards. If there is a difference between the implementation results and the standards set, the principal immediately takes corrective steps.

This comparison process not only aims to assess the performance of education personnel but also to identify potential irregularities that may occur. In this case, the principal plays an essential role in providing feedback to education personnel so that they can improve their performance. The head of the library of SMP Negeri 11 Palembang emphasized that this comparison process is very helpful in improving the quality of performance. The head of the library admitted that with this comparison, he felt more directed in carrying out his duties and more motivated to work according to the standards that had been set.

The response of education staff to this comparison process is generally favorable. Education staff consider that the supervision and comparison carried out by the principal help them maintain the quality of work and avoid deviations from the standards that have been set. Administrative employees stated that this performance comparison is a good reference to improve the

accuracy and quality of work. Education staff feel that this process provides clear guidance on what is expected of them so that they can work more effectively and efficiently.

In addition, education staff also realize that this comparison process is not a form of criticism but rather an effort to maintain and improve performance standards. The head of the library said that he did not feel offended by this performance comparison. Instead, he thinks that this process provides a positive impetus to work better and follow the standards that have been set. He also emphasized the importance of transparency in this comparison process, where the principal communicates the expected standards and supervision results to all education staff.

This study also shows that the comparison of the implementation of activities with standards significantly impacts the performance of education staff at SMP Negeri 11 Palembang. With routine and systematic supervision, education personnel become more disciplined. Education personnel have also become more aware of the importance of following the standards for timeliness, quality, quantity, and cooperation.

In addition, this comparison process also contributes to creating a more professional and responsible work culture. Education staff feel more motivated to work well because they know their performance will always be compared to existing standards. It also encourages them to continue improving their work quality and avoid deviations that can harm the organization.

Furthermore, this study reveals that this comparison process also plays a role in developing the competence of education personnel. With the feedback provided by the principal, education personnel can find out which areas need improvement. This allows them to continue to learn and develop in carrying out their duties so that their performance can improve over time.

CONCLUSION

The conclusion of this study shows that supervision and measurement of the implementation of activities are critical elements in ensuring that the performance of education personnel at SMP Negeri 11 Palembang follows the standards that have been set. Supervision carried out regularly and systematically by the principal, involving direct observation, written reports, and interviews, ensured that the implementation of duties by education personnel went according to plan. This monitoring process also includes comparing the results of the implementation of activities with existing standards, which aims to identify potential deviations and provide constructive feedback for performance improvement. This study found that measuring the implementation of activities is helpful as a performance evaluation tool and a means to improve the discipline, quality, and professionalism of education personnel. Well-done supervision creates a more structured work environment where education staff feel motivated to work according to the set standards and continuously strive to improve their performance. This process also plays a role

in developing the competence of education personnel, ultimately improving the quality of education in schools. Based on the findings of this study, it is suggested that the practice of monitoring and measuring the implementation of activities such as those carried out at SMP Negeri 11 Palembang can be adopted by other schools to ensure that each education staff works following the standards that have been set, to have a positive impact on the quality of education provided.

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